



CHRISTIAN ALLIANCE
INTERNATIONAL SCHOOL
宣道國際學校

Teacher Growth, Supervision and Evaluation Policy

Governance Policy		Date Approved	10 March 2024
Management Policy	√	Date Next Review	March 2027

Rationale

The Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher's actions, judgments, and decisions are in the best educational interests of students and support optimum learning. The Head of School is responsible for facilitating quality improvement through each teacher's career-long professional growth.

Definitions

"Evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a middle and/or senior leader in determining whether one or more aspects of the teaching of a teacher exceeds, meets, or does not meet the teaching quality standard;

"Supervision" means the on-going process by which a middle and/or senior leader carries out duties in respect to teachers and teaching required under section 20 of the School Act and exercises educational leadership;

"Teacher professional growth" means the career-long learning process whereby a teacher develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard;



"Teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order.

"Performance Improvement Plan (PIP)" means the written statement issued by the Head of School to a teacher where the Head of School has determined that a teacher's teaching does not meet the teaching quality standard. The meeting to present the PIP is face to face and the teacher in question is permitted to have a support person with them if they wish. The written statement describes:

- (i) the behaviours or practices that do not meet the teaching quality standard and the changes required,
- (ii) the remediation strategies the teacher is advised to pursue, and
- (iii) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;

Teacher Professional Growth Plan (TPGP)

All staff must complete an annual Teacher Professional Growth Plan that:

- reflects goals and objectives based on an assessment of learning needs by the staff member,
- shows a relationship to the Teaching Quality Standards (directly or indirectly through the Growth Matrix goals),
- takes into consideration the Annual Education Plan for CAIS
- Can be an annual TPGP or a multi-year TPGP depending on the goals and objectives identified by the teacher and agreed to by the senior leaders
- is consistent with the mission of CAIS to cultivate learners with knowledge, skills, integrity and discernment, growing in love for God and service to humanity.

Staff submit for review and approval their TPGP to their Team Leader and designated Senior Leader by a date set by the Head of School, or his designee.



During the year staff must provide their TPGP to their Team Leader and Senior Leader for review. The Team Leader and Senior Leader, in consultation with the staff member, will determine whether the staff member is satisfactorily meeting the TQS and TPGP or at the end of the year has satisfactorily completed their TPGP.

If the review of the TPGP finds a staff member has not completed the TPGP as required, that person may be subject to disciplinary action as detailed in the Staff Manual (Performance Improvement and Warnings section).

Supervision

Team Leaders and Senior leaders under the authority of the Head of School will:

- (a) provide support and guidance to teaching staff;
- (b) observe and receive information about the quality of teaching a teacher provides to students; and
- (c) identify the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

The evaluation of a staff member may be conducted:

- a) upon the written request of the teacher;
- b) for purposes of gathering information related to a specific employment decision;
- c) for purposes of assessing the growth of the teacher in specific areas of practice,
- d) when, based on information received through supervision, the Head of School has reason to believe that the teaching of the teacher may not meet the teaching quality standard.



Performance Improvement Plan (PIP)

On initiating an evaluation, the Head of School, or his designee must communicate explicitly to the teacher in a face-to-face meeting, a written document called the Performance Improvement Plan (PIP). The PIP must detail:

- a) the reasons for and purposes of the PIP;
- b) the process, criteria and standards to be used;
- c) the timelines to be applied; and
- d) the possible outcomes of the PIP.

Upon completion of a PIP, the Head of School, or his designee will provide the staff member with a copy of the completed evaluation report.

Communication

This Policy is to be provided to staff each year through the Staff Manual.

The Policy is shown on the school website.